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ABSTRACT

Since 1987, many activities have been undertaken by the African Association for Literacy and Adult Education (AALAE). Perhaps the most important program activity has been the building of institutional capacities in the adult education movement. Important elements are organizational development, networking and solidarity, management development training, and small grants. Networks have been instituted to help members develop and implement programs. Under the Catalytic Initiatives Program, AALAE undertakes specific, concentrated action in particular subregions to strengthen adult education. The Exchange Program facilitates the sharing of experiences between adult educators and development activists. In other activities, the AALAE: (1) developed a program for Peace Education, Human and People's Rights; (2) began to build training capacities, especially through the training of trainers; (3) conducted a feasibility study to determine the need for an African Training Center for Literacy and Adult Education; (4) endeavored to ensure the generation, creation, recording, and wide dissemination of information and knowledge; (5) cultivated regional and international relations; (6) undertook research projects in volunteerism, multilevel partnerships, literacy, and environmental education; and (7) mobilized human, material, and financial resources. Ongoing, end-of-year, and terminal evaluations have been planned. Problems have been: undertaking too broad a program; too much dependence on external funding; and difficulties with decentralization. (YLB)

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THE AFRICAN ADULT EDUCATION MOVEMENT IN BLOSSOM

REPORT OF THE SECRETARY GENERAL TO THE SECOND GENERAL ASSEMBLY ON THE 1987-90 PERIOD

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REPORT OF THE SECRETARY GENERAL TO THE SECOND GENERAL ASSEMBLY ON THE 1987-90 PERIOD

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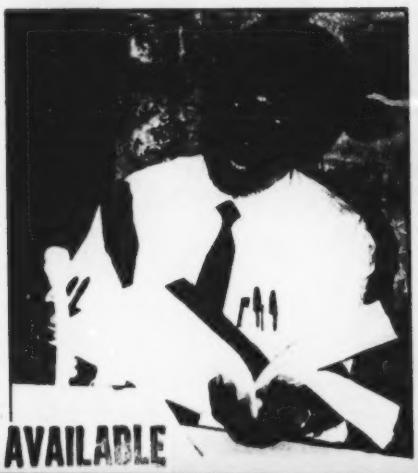

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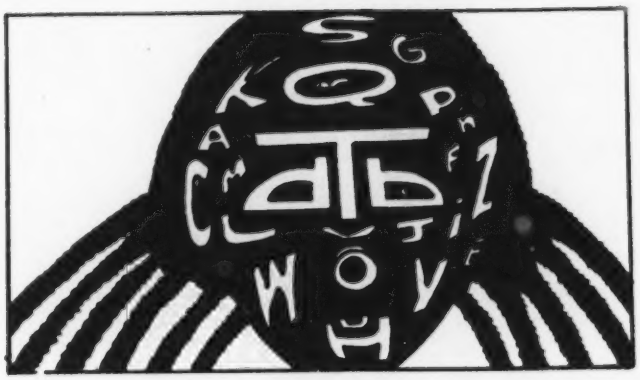
INTRODUCTION



Mauritius 90

5 - 10 Nov. 1990

The merger between the **African Adult Education Association (AAEA)** and the **Afrolit Society** into the **AFRICAN ASSOCIATION FOR LITERACY AND ADULT EDUCATION (AALAE)** in 1984 was part of the African adult education movement's search for new relevance in a rapidly changing environment. A strategic tool in this search was the Needs Assessment Survey (NAS) and the Programming Conference of 1986. The Programming Conference developed a Draft Three-Year Programme, 1987-89, which was presented to you at the last General Assembly in 1987. After close scrutiny, you adopted AALAE's First Three-Year Programme, and thus ushered in our organisation's multi-year programming.

It is now my duty and privilege to report on the implementation of the AALAE Programme since 1987. Before I embark on this task, Mr. Chairman, I wish to draw your attention to one person who is missing from this Assembly - **Professor Victor Ogefoe Ibikunle-Johnson**. During the last triennium I cannot think of any person who devoted him/herself or worked so hard as did Professor Johnson in the foundation, design and implementation of the AALAE Programme. Victor died on 29 January, 1990. **May his soul rest in eternal peace!**

BUILDING INSTITUTIONAL CAPACITIES IN THE ADULT EDUCATION MOVEMENT

To my mind, by far the most important programme activity since we last met has been the **Building of Institutional Capacities in the Adult Education Movement.** This programme has had five distinct yet inter-related elements:

- Leadership Development;
- Philosophical Development and Articulation;
- Programme Development;
- Organisational Development; and
- Networking and Solidarity.

The last quarter of the 20th century, and particularly the 1990s, are a distinct watershed between the old and the new world. As a result we are witnessing epochal changes. What is happening makes us distinctly remember the words of Charlie Chaplin: "The impossible we do at once; miracles take a little longer".

Soviet Union accepts the hegemony of the United States and seeks to share in the booty of the domination and oppression of the peoples of the Third World by playing the role of a junior partner.

Nothing presents the epochal changes more dramatically than the collapse of the bureaucratic regimes of Eastern Europe, and the sweeping away of the Berlin Wall. For thirty years or so the Soviet Union, from Khrushchev to Andropov, was busy building state capitalism at home and an empire abroad, under the guise of socialism. It was left to Gorbachev to remove what had become a thin veil of socio-imperialism when he opted for outright imperialism. In this respect, the Soviet Union accepts the hegemony of the United States and seeks to share in the booty of the domination and oppression of the peoples of the Third World by playing the role of a junior partner. The recent developments in the Gulf region where the Soviet Union has enthusiastically supported the occupation of the Gulf area by about 500,000 imperialist forces clearly demonstrated this.

If the Gulf crisis has demonstrated the oneness of imperial designs and therefore the demise of the political east, **it has also demonstrated the economic impotence of the USA. To maintain half a million troops of occupation in the Gulf, the USA has had to go round cap-in-hand**. Actually, more than this; the USA has been forced to demand with menace, money for war. **This is in stark contrast with the war of aggression committed on Vietnam.**

However, **by far, the most important epochal development of our time has been the dramatic emergence everywhere, in the East, West, North and South, of peoples grassroots organisations demanding democracy; decentralisation; self-determination; the right to organise for political, social and cultural action. In totality the grassroots movement demands a New International Democratic Order**; a new equitable world without domination; a world where decision-making is participatory and as close to the people affected by such decision as possible.

Mr. Chairman, since the last General Assembly, several leadership training workshops were held, focusing on the following categories of the AALAE leadership: Members of the Executive Council; the Secretariat Advisory Committee; Network Coordinators; National Secretaries; and Secretariat Staff.

A cardinal objective under Leadership Training (within the broad context of capacity building) has been to build a critical mass of leadership within AALAE whose members share adequate common ground for shared vision or related visions; and on that basis stand together, act together and move together.

continent. Together we have changed some reality and together have made history.

An important instrument in capacity building has been the participatory Programme Development.

The force of practice in the implementation of the First Three-Year Programme taught us to make needs assessment an integral part of implementation. Built-in evaluation strengthened further the on-going needs assessment. As a result, by putting together the different outcomes of the various evaluations of individual activities and views and

A cardinal objective under Leadership Training has been to build a critical mass of leadership within AALAE whose members share enough common ground for shared vision; and on that basis stand together, act together and move together

In the pursuit of this objective, the content of the leadership training has set out to enable the leadership to understand the complexities and the simplicity behind the complexity of the global situation and trends which impinge on our lives and work. Secondly, our leadership training programme has sought to facilitate the grasping of Africa's historical position in the world and its internal dynamics.

Mr. Chairman, during the last three years, AALAE has built a critical mass of leadership, men and women, from North, South, East and West; Francophone, Anglophone, Lusophone, Arabophone - actually myriadphone - who share enough common ground to stand together and to move together. Together we have sought to build our work, with reasonable success, on the realities and history of our

recommendations generated at the various AALAE fora, we formed a good idea of what shape the membership wanted the Second Three-Year Programme to take. On the basis of that input, a mopping up questionnaire was sent to the members, requesting them to respond on a wide range of issues, which can be summarised as follows:

- What were we doing that should be continued as it was or with modifications in terms of content, target, methodology etc.?
- What were we doing that should be discontinued?
- What was not being done that needed to be done?

- Are the structures, organisation and leadership of the Association robust yet flexible enough to achieve set objectives?
- How can more of the resources to realise our programme be raised from within the African continent?

On the basis of the input from the members, a Draft Second Three-Year Programme was developed. This draft was presented to the National Secretaries' Conference in August 1989 (the first of its kind). The National Secretaries' Conference brought together the strategic leadership of the movement: Secretaries of National Associations, leaders of strategic member NGOs, Network Coordinators and key persons - all together 90 persons. They scrutinized the draft programme, refined and adopted it. This programme, the Second Three-Year Programme, will be presented to this Assembly later in the day.

For the moment, my task is to draw your attention to the focus of the Second Three-Year Programme: it is "to consolidate and deepen" the adult education movement. In the context of our history, the first Three-Year Programme and aspirations, consolidation and deepening the adult education movement, will take several forms and entail commitment to the following:

- Broadening the AALAE leadership, inculcated with a broad political orientation, technical and administrative skills.
- Institution building and strengthening of self-reliant, democratic organisations.
- Linking the work of AALAE to social issues and social movements.
- Strengthening peoples' capacities to regain and broaden their right to determine their development agenda.
- Promoting new pan-Africanism based on people's sovereignty, as opposed to state sovereignty.
- Providing intellectual leadership to ourselves.

Mr. Chairman, such are the goals of the Second Three-Year Programme; and that is our challenge.

Organisational Development

Organisational Development has been an important element of our work. The most coherent programme in this regard has been the Technical Assistance Programme. Under this programme, we tried to systematize, concretize and concentrate on, what in the past we had vaguely referred to as "strengthening member organisations". A pilot project was developed with our member organisations in Liberia, Kenya and Uganda. The project focused on developing the leadership, programming capability, structure and organisational framework, as well as the capability to mobilise the resources necessary to build self-reliant, democratic organisations. To ensure we moved on firm ground, it was agreed to have a pilot stage of this project.

TAP is the largest single project in the history of AALAE.

Mr. Chairman, the Technical Assistance Project (TAP) is the largest single project in the history of AALAE. We needed US$ 800,000. Although we did not raise what we needed, we were able to raise a considerable portion of it - $500,000.

The Technical Assistance Project represents AALAE's highest concentration of resources to build and strengthen the institutional capacities of member organisations. TAP has given us the opportunity and challenge to contribute to the strengthening of the Kenya Adult Education Association, the host Association of the AALAE Secretariat. We have also been able to work with our member organisations in Uganda who operate under a civil war condition. Of particular interest in Uganda has been the fact that under TAP, AALAE has been able to provide inspiration and support to the first indigenous, development NGO among the nomadic people of Karamoja, in the North East of Uganda.

The Technical Assistance Project has been piloted in Liberia. Within one year, the National Adult Education Association of Liberia, NAEAL, was able to reorganise and revitalise itself in a manner whereby NAEAL now commands the respect of peer NGOs. For example, NAEAL is now being called upon to provide technical assistance to other NGOs in Liberia. TAP demonstrates the potential which slumbers on the lap of the adult education movement.

A regional consultation meeting was scheduled in Liberia to sum up NAEAL's experiences before taking TAP full-blast to Kenya and Uganda. As you might easily guess, the late Samuel Doe, Charles Taylor and Prince Johnson "requested" the postponement of our meeting in July. We complied.

Mr. Chairman, those of us who wish to find out more about TAP should talk to the delegations from Liberia, Kenya and Uganda. However, there is one report from Liberia which I wish to share with you. TAP gave the NAEAL leadership inspiration, support, exposure and the resources to bring and keep them together. The leadership also used TAP to reflect on the wider Liberian situation. As a result, many leaders of NAEAL played an active role in the democratic struggles in Liberia.

TAP demonstrates the potential which slumbers on the lap of the adult education movement.

In the implementation of TAP, we are gaining insights into the mechanics and politics of institution building; we are also developing models for institution building. This way we are preparing our member organisations in providing support to the people's development efforts, in the face of an increasingly harsh environment.

Mr. Chairman, as far as linking our work to social issues and social movements is concerned, TAP is on target; and Liberia has shown the way ... Liberia has thrown a challenge.

Networking and Solidarity

Today, the development problems which the peoples of the world face wherever they may be, are inter-linked and can be traced to a common root cause. This commonality of experience in reality means that the struggle for democracy and development is a global problem. Whatever problem we may face or address at the local, national, sub-regional or regional levels is the mere form the global challenge takes. Indeed the barons of domination and repression understand this very clearly.

For more than 100 years, since the Berlin conference of 1884, they have been coordinating with telling menace, their imperial designs.

As adult educators we too have increasingly learnt that a deep and durable resolution of the development challenge that the peoples of the world face lies in the coordinated action of those who seek a new international democratic order; those who work for and towards another development ... a people-centred development. It is for this reason that since the last General Assembly we have pursued a vigorous programme of networking, sharing and exchanging visions and undertaking joint action with other NGOs within Africa and in the rest of the Political South: Asia, the Caribbean and Latin America. The NGOs with which we have networked in Africa are too numerous to mention in this report. But our warmest allies from Asia, the Caribbean and Latin America have been ASPBAE, CARCAE, CEAAL, PRIA, ANGOC, Approtech Asia.

The demands of our work indeed the demands of the times call for the broadening and deepening of networking on the African continent and in the Political South. We also need to start identifying the people's and grassroots organisations in the North which are rapidly growing and are challenging the political, economic and defense policies and programmes of their governments. The grassroots movement in the North is calling for a new order, some have called it a "non-profit economy". Quite clearly a non-profit economy cannot be achieved under monopoly capitalism ... under imperialism and foreign domination. In reality therefore the grassroots movement in the north is anti-imperialist.

This, Mr. Chairman, constitutes the common ground for networking, solidarity and joint action with the people's movement in the industrialised countries of the North.

Management Development Training (MDT)

The Needs Assessment Survey (NAS) revealed an enormous need for Management Development Training (MDT). It was also clear that these needs could not be met in a centralised approach. The strategy of the AALAE MDT programme therefore is to develop and support member organisations build capacities and capabilities for their own management training.

During 1987 and 1988 two sub-regional workshops were held, one in Harare for Southern Africa and the other in Ibadan for Anglophone West Africa. At least 3 participants attended from each country, with the understanding that they would go back to their countries and undertake follow-up national-level MDT activities.

This model of building MDT capacities in National Associations and NGOs did not work satisfactorily, for a number of reasons:

- Participants were expected to come in country teams but did not have the experience of having worked as a team before.
- The resource persons had no experience or practice of working as a training team either!
- The country "teams" (except in one instance) did not constitute a critical mass to trigger off follow-up action.

- Participants did not have sufficient institutional support for follow-up initiative.

As a result of this experience, the MDT was re-assessed and it was agreed to have country-focused intervention. A regional training collective has been identified to undertake country-focused training. Further, the MDT now responds to country requests; countries requesting MDT are expected to fulfil the following criteria:

- Institutional interest in MDT, including the capacity to undertake follow-up action.
- Identification of a group of local NGO leaders who can be trained into a team of trainers to undertake on-going national level MDT activities.

The MDT programme has now been linked to TAP. To date, country-focused MDT workshops have been undertaken in Liberia (1989) and Mauritius (1990).

The Small Grants Scheme

The Small Grants Scheme was established to spur member organisations into resource mobilisation to strengthen their leadership, programming capacities, democratisation, resource base and to respond to the development needs of their clientele.

The scheme received applications and inquiries from many member organisations; some were given financial assistance. These included:

- National Adult Education Association of Tanzania.
- Guinea Institute for Economic and Social Studies.
- National Adult Education Association of Liberia.
- Nigerian National Council for Adult Education.
- Workers Education Association of Mauritius.
- Kenya Adult Education Association.

The grants supported literacy classes, materials production, purchase of office equipment, training workshops, conferences and technical exchange.

However, the scheme was discontinued in 1989 due to the following reasons:

- Inadequacy of funds.
- Its administration was cumbersome.
- In the eyes of the members, the scheme tended to give AALAE the image of a donor.

THE NETWORKS PROGRAMME

During the NAS in 1986 "Networks" were identified as a methodology within which AALAE could, in a decentralised and democratic way, have programmes developed and implemented by the members. Networks were viewed as a means to increase the level, quality and tempo of activities in the adult education movement; facilitate participation and people-to-people exchange and solidarity, especially at the grassroots.

During 1988, an additional Network was established, the Community Education Network. This Network was established to basically forestall the International Community Education Association (ICEA) from establishing community education associations on the African continent. Such a move was

Network Coordinators
are expected to be volunteers ... voluntary work assumes that the volunteer's subsistence, and more,have been catered for.

During 1987, several consultations, including specialised meetings, were held on the theory and nature of networks; their implications for and relevance to the AALAE programme, how they were to be organised; the structure and organisational implications for AALAE of networks. The culmination of this process was the adoption at the first General Assembly (July 1987) of Networks as a key programme instrument; and the establishment of seven Networks in the following thematic areas: Literacy; Women in Adult Education and Development; Environmental Education; Participatory Research; Training of Adult Educators; Artists for Development; and University Adult Education.

During 1987, a theoretical framework was laid for the Networks. Convenors were identified and appointed. Each Network held a consultation meeting, developed a programme, an organisational and leadership framework and a strategy for membership drive and resource mobilisation.

potentially divisive, as the bulk of the membership of community education associations would either be our members or potentially our members. Additionally, the Community Education Network provides space for our members who in their work wish to highlight community approaches.

During 1989, we brought out a special issue of the Journal on "Networks and Networking". This issue contained articles based on experiences in Africa, Asia and Latin America.

Ever since Networks were instituted, they have exerted tremendous influence on the member organisations. Several countries have refined their concept and use of networks as a form of organisation. These include Ghana, Kenya, Rwanda, Zaire, Botswana, Zambia and Uganda. It is also clear that networks have enabled greater participation and decentralisation. Individuals and resources

have been mobilised; without networks they would most certainly not have been mobilised.

However, while it is generally agreed that Networks are a potent instrument for institution and capacity building, there is considerable divergence on the concept and operationalisation of Networks. Some of the issues which have arisen as a result of practice have included:

- Is a Network an Organisation or a Strategy? How do the two differ?
- What should be the relation between Networks and the AALAE Secretariat; between Networks and National Associations?
- In practical terms, how can Networks be autonomous and yet part of AALAE?
- How can Networks be flexible while at the same time they cohere?

To have a standing forum to discuss these and related matters, there was set up in 1988 the Inter-Networks Advisory Committee. This Committee brings together all the Network Coordinators to advise the Secretary General on the Network Programme. It also provides a point for sharing between and among networks. The Inter-Networks Advisory Committee additionally is a forum which exerts peer pressure and support to facilitate the growth and development of Networks.

Other responsibilities of the Inter-Networks Advisory Committee include:

- To advise on the starting or abolition of a Network or the merger and reconstitution of existing ones.
- To advise on the appointment of Network Coordinators and their assistants.
- To provide a point for the unity in diversity of Networks.

One of the most serious bottlenecks facing the Networks is coordination. Network Coordinators are expected to be volunteers, working without renumeration. Needless to say, voluntary work assumes that the volunteer's subsistence, and more, have been catered for. But as we know, as a result of the IMF and World Bank's life-sapping policies imposed on the African continent, except for a small section of compradors, there is no working person who earns a living wage. A senior professor at Makerere University, for example, earns a monthly wage of less than $10. Some of you may wish to ponder the irony, actually slavery, of some such professors who for $10 a month expound the "virtues" of the IMF and the World Bank.

But that for another occasion. The issue for now is that as a result of the repressive IMF-imposed economic fascism, the professionals, from whose ranks Network Coordinators are drawn, have been proletariatised and pauperised. To survive, they have to have several jobs or be involved in all manner of petty trade.

Under such circumstances, how can we expect Network Coordinators to find the time and energy for the Networks? And if we cannot expect them to find the necessary time and energy, what are the implications? Indeed what is the State and Future of voluntarism under "structural adjustment"?

THE CATALYTIC INITIATIVES

AALAE was inspired by the Pan-African ideals. But to embrace the whole of Africa had of necessity to be a process. For historical reasons, AALAE started in Anglophone Africa, and for sometime was more visible in this sub-region. Because of the commitment to build AALAE into a place of encounter for the broad spectrum of the adult education traditions based in the realities of the African continent, from East, West, South, North; from the former British, French, Portuguese, Spanish etc. colonies, AALAE has a CATALYTIC INITIATIVES PROGRAMME. Under this programme, AALAE undertakes special, specific and concentrated action in particular sub-regions or individual countries with the view to strengthening adult education in those areas; as well as to broaden the theatre of the adult education movement.

The Catalytic Initiatives Programme has focused on three major areas: Francophone Africa, Lusophone Africa and South Africa and Namibia.

The Initiative in Francophone Africa

The Francophone outreach programme was first addressed by the Francophone adult educators at the Programming Conference of 1986. Decisive steps were then taken at the last General Assembly in 1987. They set up a task force of 12 persons to draw up an AALAE programme for Francophone Africa; the Programme entailed a needs assessment survey to be undertaken in a limited number of countries, and to be done by the adult educators in those countries themselves.

Each participating country identified the NGOs active in adult education, their needs and problems; and proposed programmes/projects to address these needs and problems. All these were compiled and prepared into a composite working document for a Francophone Programming Conference.

The Francophone Programming Conference took place in Kigali, Rwanda in June 1988. There were over 50 participants from fifteen countries: Burundi, Cote d'Ivoire, Guinea, Madagascar, Mali, Mauritius, Nigeria, Reunion, Zaire, Kenya, Uganda, Senegal, Burkina Faso, Comoros and Rwanda.

The Francophone Programming Conference identified priority needs and problems and drew up a programme of activities in the following areas:

- Technical support in the creation/ strengthening of National Associations or coordinating mechanisms for organisations active in adult education.
- Technical support and training in strategies for resource mobilisation and fund raising to support local projects.
- Training in post-literacy strategies, programmes/projects.
- Post-literacy material development and production.
- South-South exchange of experiences, materials, expertise, etc.

Since Kigali, several notable activities have been undertaken to strengthen adult education in several Francophone countries. In Mauritius, a National Council for Non-Formal Education

was formed; in Guinea, a National Council was established to bring together all organisations involved in the education of adults and youth; in Zaire, the Zaire Adult Education Association, AZEA, was able to hold a General Assembly in more than 10 years. The General Assembly enabled AZEA to redynamize itself, develop a programme and elect a new Executive Council. Senegal established a National Association, ANAFA.

In the meantime, a training workshop in the development of post-literacy materials was undertaken in Guinea Conakry. Training exchanges have also been going on, especially between Zaire and Madagascar.

The Initiative in the Lusophone African Countries

While the Portuguese-speaking countries were under fascist Portuguese occupation, it was not possible to involve them in the broad African adult education movement. The involvement of these countries had to await independence.

The first seminar AALAE organised for the Portuguese Africa sub-region was in 1984. It was the first sub-regional consultative seminar in Sao Tome, attended by the Directors and officials of the Departments of Literacy and Adult Education of Mozambique, Angola, Guinea Bissau and Sao Tome and Principe. The outputs of Sao Tome constituted a solid basis for the involvement of the Portuguese-speaking African countries in AALAE's programme to which these countries have so much to contribute to and gain from.

To strengthen the AALAE Initiative in Lusophone Africa, the Minister of Education of the People's Republic of Mozambique was requested and he granted permission for Mr. Carlos Fumo to be AALAE's contact person with the Lusophone African countries. In that capacity, Mr. Fumo was invited to the Programming Conference in Nairobi in 1986; to the December Action Group meeting in Maseru to work out the details of the 1987 programme of activities; and to the First General Assembly.

In the above mentioned meetings, a strategy was worked out to bring the Portuguese speaking countries into the mainstream of the African adult education movement. Consequently, the AALAE Three-Year Programme that resulted, focused on the following basic activities for the Lusophone sub-region:

- Needs Assessment Survey (NAS)
- Programming Seminar, on the basis of the NAS report to identify and discuss the needs and produce a priority programme of activities to address those needs.
- South-South exchange visits among adult educators and policy makers.

During the First General Assembly, the Lusophone delegation drew up a plan for a Needs Assessment Survey in the sub-region as a strategic activity to determine the way forward for the AALAE Initiative. The NAS had the following objectives:

- To inform the sub-region on the AALAE programme and activities as well as the role of AALAE in energising the movement of adult education in Lusophone Africa.
- To identify problems and needs and on that basis prepare a priority programme of activities to address them.

- To identify material and human resources for their full utilization in the implementation of the sub-regional programme.

Mr Carlos Fumo carried out the NAS in Mozambique, Angola, Sao Tome, Guinea Bissau and Cape Verde during September 1987. The following primary needs were identified:

- Institution building.
- Exchange of experiences, materials, expertise, etc.
- Information and communication.

It is significant to note that during 1987, the technical preparatory meeting of the Summit of the Heads of State of the five Lusophone countries adopted the AALAE Initiative in the sub-region as one of the Summit's cooperation programmes.

During 1988, AALAE basic documents were translated into Portuguese, in preparation for a Programming Conference in Maputo. These included the Three-Year Programme, the Secretary General's Report to the First General Assembly, the Annual Report for 1987 and the AALAE Brochure.

Unfortunately, due to poor communication between the organisers in Maputo and the Secretariat on the one hand, and the proposed participants on the other, it became necessary to postpone the Lusophone Programming Conference several times. The war which rages in Mozambique and Angola has not made matters easier.

The difficulties we have had in convening a Lusophone Programming Conference go to emphasize the colonial machinations to isolate the African peoples from each other. For us, the reality of the isolation of the former Portuguese colonies provides us with the determination to link up with adult educators in the sub-region, to strengthen each other, and together to fight for a new tomorrow.

The Initiative in South Africa and Namibia

On the eve of Ghana's independence, more than thirty years ago, Osagyefo Kwame Nkrumah declared:
"The independence of Ghana would be incomplete as long as one inch of African soil is still under colonial rule."

Nkrumah said this at a time of tremendous political activity on the African continent, at a time of great hopes, aspirations and dreams for democracy, national independence and social progress. Now at a time when a new dynamism is going through the African adult education movement as during the First Three-Year Programme, we cannot help to echo Nkrumah's words by saying that the African adult education movement would remain the poorer without the full and unimpeded participation of adult educators from South Africa and Namibia. This is precisely because the African adult education movement in independent Africa on the one hand, and on the other, the adult education movement in South Africa and Namibia have so much to give to and take from each other. But probably at this moment and time, Africa has more to learn from than to give to South Africa and Namibia.

It is important to recall that for a long time, the most progressive act of solidarity with and support for the peoples of South Africa in struggle against the fascist apartheid regime

was the total boycott of everything South African. The wisdom of time has taught us the obvious that eluded us for so long. Namely that such a blanket boycott fails to distinguish between victim and aggressor. It does not recognise the hollowness of officialdom of apartheid South Africa; and the reality of civil South African society engaged in lethal struggle against the Boers and their fascist regime.

Under the circumstances, the most progressive act of solidarity with and support for civil society in South Africa and Namibia is to link up with the South African peoples in struggle against apartheid in a manner which strengthens them and isolates and weakens the fascist regime. It means selective boycott.

It is in this context that the AALAE Initiative in South Africa and Namibia is set. The point was not to wait for South Africa and Namibia to attain their independence before adult educators from these countries may be involved in the African adult education movement. Rather they were to be brought into the fold in a manner which strengthened the people's struggle for freedom.

To speak of Francophone, Anglophone is to speak of a tiny minority. The adult education movement is not a movement of a minority.

Selective boycott can be fraught with serious dangers of infiltration; but these are dangers which AALAE can minimize by working closely with the African National Congress of South Africa, the Pan Africanist Congress of Azania and SWAPO, in the identification of organisations and individuals to be involved.

The objectives of the AALAE Initiative in South Africa and Namibia are:

- To bring to the attention of adult educators in South Africa and Namibia, AALAE as the pan African vehicle for NGOs and other organisations active in adult education.
- To enable adult educators working under apartheid to meet and exchange experiences with those from the rest of Africa, as well as those from further afield.
- To explore areas and possibilities for on-going mutual exchange, cooperation and solidarity.
- To explore the desirability and practicability of a coordinating mechanism for NGOs and other organisations active in adult education inside South Africa and inside Namibia.
- To develop mechanisms for the active participation of South African and Namibian NGOs and other organisations in AALAE.

The AALAE Initiative has been received with tremendous enthusiasm by the South Africans and the Namibians, both from inside and from outside; as well as from the Liberation Movements. Our mailing list for Namibia and South Africa now stands at over 50 organisations. And the first important activity in this initiative was the holding of an international conference on "The Future of Adult Education in Southern Africa" to which South Africans and Namibians were invited.

The Conference brought together close to 200 adult educators committed to the dismantling of apartheid: they came from 45 countries of Africa, Asia, the Caribbean, Latin America, Europe and North America. At least 30 of them were from inside South Africa and

Namibia, and the Liberation Movements. They came from the Frontline States and the rest of independent Africa. It was the first conference of its type.

The conference passed a wide range of resolutions which constitute a Declaration. This Declaration provides a broad basis for follow-up activities and actions to provide space and the means for the growing exchange and interaction with adult educators working under apartheid, and in struggle against apartheid. And it is on that basis that a Task Force on South Africa was convened alongside this General Assembly.

Mr. Chairman, as we all know, Namibia attained independence in April 1990. It is gratifying that AALAE's outreach initiative in Namibia preceded this event. Further, we should report that as a result of AALAE's support and inspiration, under the Initiative in South Africa and Namibia, the Namibian adult educators in August this year, inaugurated the Namibian Association for Literacy and Adult Education.

Mr. Chairman, I now wish to make a number of comments and observations on our Catalytic Initiatives. First on the Francophone and Lusophone Initiatives.

The Needs Assessment Surveys undertaken in the Francophone and Lusophone countries have articulated needs and problems which are virtually identical to the ones earlier identified in the Anglophone sub-region. This unity in needs and problems emphasizes the unity of the African peoples, unity of vision, aspirations and a shared destiny. It also belies the shallowness of categorising our continent on the basis of colonial languages.

As a matter of fact, informed opinion in the movement has started to question the rationale of colonial linguistic categorisation, Anglophone, Francophone, Lusophone, Spanophone, Italianophone etc. For a start, only a tiny minority in Africa speak or understand the foreign languages. To speak of Francophone, Anglophone or something like that therefore is to speak of a tiny minority. But the adult education movement is not a movement of a minority.

On the basis of the above understanding during the programming process for the Second Three-Year Programme, the Francophone membership spearheaded the scrapping of the "Initiative in Francophone Africa". The Second Three-Year Programme has several programme areas in which the Francophone members will participate not because of language, but because such programmes address concrete issues which they face in their day-to-day work.

The success of the Initiative in Francophone Africa in this regard, is eloquently measured by the obsolescence .

In the meantime, our members from Mozambique and Angola have been arguing that the reality of history, culture, geography and trade , unites them with South Africa, Zimbabwe, Zambia, Malawi and other neighbouring countries, a lot more than with Sao Tome or Guinea Bissau, for example. Fascist Portugal was aware of the indivisibility of the Mozambicans and Angolans on the one hand, and their brothers and sisters in neighbouring South Africa, Zimbabwe, Zambia, etc. To raise artificial barriers between the people, Portugal did not allow the teaching of English in Angola and Mozambique. After

Portuguese, the second foreign language they allowed was French. On their part the English did not teach Portuguese in their colonies.

It is now being argued that to continue categorising Angola and Mozambique as "Portuguese" is to ignore realities of the region, namely that Angola and Mozambique are part and parcel of Southern Africa. What this means for our organisation is a matter which requires further discussion.

The Initiative in Arabophone Africa

After 1987, we kept on having an Initiative in Arabophone Africa on our programme. In the event, it was not possible to prosecute this initiative to the full. Several reasons can be given to explain this. First of all, the staff strength at the Secretariat was not adequate. But even more important, it was not wise to undertake too many initiatives at a time. It is important to undertake a few at a time, consolidate, sum up the experience, and apply such experience to subsequent initiatives.

Because of this, the initiative in Arabophone was basically by correspondence; and it was on the basis of that limited action that today we have more Arabophones participating at this General Assembly than was the case at the last one. The scene is now set for a great leap forward into Arabophone Africa.

THE EXCHANGE PROGRAMME

The purpose of the Exchange Programme is to facilitate the exchange and sharing of experiences between adult educators and development activists. The need for exchange arises from the fact that adult educators and development activists operate in different situations, and their actions take different forms as a result. Further, the adult education movement is uneven, reflecting different levels, thrusts, consciousness etc.

During the years, the broad objectives of the Exchange Programme have included:

- To break the isolation of adult educators, and to strengthen them by making them realise that they are part of a big movement.
- To facilitate direct people-to-people contact and learning from each other.
- To enable people and organisations evaluate their work by comparing it with what the others are doing.
- To encourage people-to-people solidarity.

This programme has been divided into two main areas of action: the South-South Intra-Continental Exchange; and the South-South Inter-Continental Exchange. The intra-continental component focused on exchange within the African continent; while the inter-continental exchange broadened the scope of exchange by focusing on exchanges with Asia and Latin America.

It can be argued that every AALAE activity which brings people together always has an exchange component. But that apart, the following specific exchange activities were undertaken:

- In June 1987, three adult educators, one from Mali and two from Mauritius visited Kenya, Tanzania, Zambia and Lesotho. In December, nine adult educators: three from Uganda, two from Kenya, two from Botswana and two from Swaziland visited Tanzania, Zambia and Lesotho.
- In September 1988, as part of the Language Programme, seven adult educators from Mali, Mauritania, Senegal and Guinea spent one month in Nigeria as the guests of the Nigerian National Council for Adult Education. In the same year, two adult educators from Ghana and Sierra Leone spent two weeks in Kenya as guests of the Kenya Adult Education Association. They were veteran adult educators with a solid background and experience in building National Associations. They were Dr. Eric Mensah and Mr. J.D. Thompson. They visited Kenya as resource persons to provide KAEA with the technical support to develop a programme and structure and organisational options for redynamization. Later on during 1989, two members from Burundi were guests of the Zaire Adult Education Association, AZEA. They went to attend AZEA's General Assembly and to have a sounding board for their own ideas on the formation of some Association in Burundi.
- In 1989 and in 1990, Liberian adult educators visited Ghana to attend that country's famous Annual "New Year School". All together 10 adult educators were involved.
- Nteba Bakumba of Zaire conducted a training programme for Action Aid in Burundi. It helped the British NGO to set

up a viable literacy programme in Burundi which has become a model for other Action Aid literacy programmes in other African countries.

- People-to-people exchange to facilitate the direct sharing and solidarity between and amongst the people at the grassroots level.

"We will never forget ...
this kind of experience must continue."

- Gege Katana of Zaire visited Mali, while Lalla Ben-Barka of Mali visited Tanzania.
- J.D. Thompson is currently in Liberia working with the National Adult Education Association of Liberia, giving them support in building the leadership, programme and material base for self-reliance.
- The late Victor Johnson worked with our members in Uganda.

The African Association for Literacy and Adult Education developed the South-South Inter-Continental Exchange Programme as a vehicle for strengthening our work through the sharing of experiences, materials, and expertise of peoples of the Third World who are involved in struggles similar to ours in Africa, but working in different environments. On the basis of a coincidence of double need, AALAE articulated its South-South Inter-Continental Exchange Programme in close interaction with the Latin American Council for Adult Education, CEAAL. In the course of interaction we identified three levels of exchange and cooperation:

- Exchange at the top leadership level, to exchange views and experiences on matters of policy.
- Exchange at the technical level to enable the sharing of expertise.

Exchange at the policy level is facilitated bythe annual meetings between the Secretary Generals of CEAAL and ASPBAE. At the technical level, Cesar Picon of CEAAL has participated in the articulation of our Network Strategy and programme. At this level, we also prepared a special issue of the AALAE Journal on Networks and Networking, to which CEAAL and PRIA contributed articles.

The most dramatic exchange since 1987 was the one which involved the visit to the Frontline States in 1989 of a peasant music group from Mexico, the **"Los Leones de la Sierra Xichu"**. This visit was tripartitely organised by AALAE, CEAAL and ICAE. The **"Los Leones"** are a peasant group of six popular educators who use music, dance and poem as a medium for education, conscientisation, mobilisation and solidarity around the concrete political, economic, social and cultural realities of the peasants of Mexico. They visited the Frontline States to express their indignation at the apartheid regime and to demonstrate their solidarity with the struggling peoples of Southern Africa.

The Los Leones were a resounding success; they took Africa by the storm. They gave public performances with local groups; participated in seminars and workshops on music as an instrument for popular education, participated in spontaneous processions, met

with people in their work and real life situations, etc. The Los Leones were inspired into composing songs during the course of their tour; they learned and played several African songs; they picked up African performing body movements; and they inspired members of AALAE to reflect on the use of music in popular education.

The challenge of the next triennium ... will be to transform exchange into solidarity, and to move from solidarity to joint action.

We have since been informed that the Los Leones have released a special cassette of the songs they composed while on a tour of Africa.

The President of the Green Zones Cooperative in Mozambique, (a peasant woman) summed up the impact of the Los Leones: "We will never forget ... this kind of experience must continue."

Under the South-South Inter-Continental Exchange Programme, AALAE, CEAAL, the Society for Participatory Research in Asia, PRIA, and ICAE organised a consultation meeting on the relations between NGOs and Government. This was a consultation meeting for Third World NGO leaders from Asia, Latin America, the Caribbean and Africa. It provided an opportunity for AALAE to broaden its links within the Third World NGOs.

Since then, the South-South Inter-Continental Exchange Programme has been broadened actively to include APPROTECH Asia and ANGOC. AALAE, PRIA, CEAAL and APPROTECH Asia currently have a three-year programme of cooperation. It has the following components:

- Strategic Reflection to enable Southern NGOs regain, provide and assert intellectual leadership to themselves and for themselves. According to this programme, AALAE will convene a South-South NGO Strategic Reflection Encounter. This encounter will bring together NGOs and individuals who share adequate ground to stand together and to coordinate their action.
- APPROTECH Asia shall coordinate a people-to-people exchange of development activists around the issue of technology and environment. Under this programme, three Africans and three Asians will visit Chile to attend the People's Creativity Fair in 1991. The people to travel to Chile will be those involved in inventions and popularisation of alternative technology for alternative development and the environment.
- Under the South-South Inter-Continental cooperation, CEAAL has been given the responsibility to organise a workshop to examine the theory, practice and process of Networks and Networking as an instrument for social action.

PEACE EDUCATION, HUMAN AND PEOPLES' RIGHTS

We already have a generation of people who were born in war, grewup in war and are now raising their own children in war!

AALAE's interest in Peace Education Human and Peoples' Rights arises from the following fundamental realities of our times:

- Africa has not only endured slavery and slave trade, colonialism and imperialism, but it also continues to experience exploitation, oppression, state-terrorism, ethnic, national, economic, cultural, religious and ideological conflicts and wars. In short, a situation of peacelessness is prevalent almost throughout the continent. We already have a generation of people who were born in war, grew up in war and are now raising their own children in war!
- The threat of nuclear confrontation remains a global reality, despite the so called improvement of relations (or should we say collaboration or understanding) between the superpowers. Moreover, it is important to remember that the inter-super powers understanding includes intensified and coordinated repression and exploitation of Third World peoples.

During the First Three-Year Programme, AALAE focused on the following activities:

Formulation and Development of the Programme

In 1987, AALAE, in collaboration with Professor Yash Tandon, prepared a basic working document which analyzed the causes of peacelessness in Africa, and mapped out solutions and listed the education implications for Adult Education. A number of peace activists and scholars were also identified during that year.

In 1988, the working document was distributed to peace activists and scholars;and a seminar on "African Perspectives and Issues on Peace Education and Action" was organized and held in Lusaka, Zambia, in October 1988. The seminar studied and discussed the working document and set up a Working Committee of 6 members to develop a comprehensive AALAE Peace Programme and to ensure follow-up action on the seminar's deliberations.

Follow-up Action

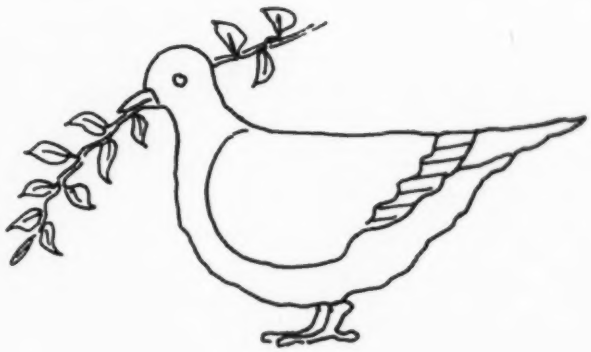
In 1989, the Working Document was finalised and published, and a follow-up seminar was held in Lusaka on the theme "Women's Role in Peace and Development".

For this three year period, the major achievements for the Peace Programme were the production, in English and French, of the Peace Manual entitled "**Militarism and Peace Education in Africa**" by Yash Tandon. Much remains to be done though!

Planned Activities

The following activities are provided for in the Second Three-Year Programme, either as on-going or specific activities:

- the popularization of the Peace Manual.
- the development of Peace instructional materials.
- the identification and compilation of peace programmes and activities in Africa.
- follow-up sub-regional seminars to focus on specific conflict areas such as the Horn of Africa, Sudan and Southern Africa.
- organisation of workshops on peace.
- dissemination and popularization of the UN Declaration on Human Rights, the OAU African Charter on Human and Peoples Rights, the Right to learn, the citizen's Rights, the Women's and Children's Rights.
- compilation, publication and dissemination of a directory of individuals and organisations active in the field of peace in Africa.
- establishment and development of an AALAE's Peace Network.
- development of an exchange of peace programmes and materials.
- sensitization of people on their legal rights.
- development of an effective peace education programme through mass media, including popular theatre.
- training of trainers in peace education.
- research on and study of issues pertaining to peace, including the following elements: the concept of peace; the causes of peacelessness; the current misconceptions; and the objective reality of militarism and development in Africa.



BUILDING TRAINING CAPACITIES

Since 1986, there is one need which has been of paramount importance and demand: training. Training in various aspects and levels in leadership, management, materials development and production, programming, fund raising, project proposal writing, etc. It is one area where many members do not know where to go or do not have adequate resources and expertise within their countries. And it is one area where AALAE is in a strategic position to identify the best expertise, talent and resources, and to marshal them to address specific needs at national, local or organisational levels.

The most effective way to handle training is through a decentralised approach, so that training takes place as close to the point of need and action as possible. This is also the only way training can become an on-going activity.

The best course of action for AALAE was to undertake the training of trainers (TOT); and as a pre-requisite to train regional training teams in the various areas of need, who could then undertake the training of national teams. The national training teams would undertake training at the national and local levels. Development in this direction seems to be taking shape in the following areas: management and leadership; evaluation; programming; participatory research, materials development and literacy.

Building training capacities is one area which calls for innovative reflection to cope with the growing need and complexity in this area.

The ILY

As early as 1988, the AALAE Literacy Network started preparations to mark the 1990 International Literacy Year. The strategy was developed in Naivasha in April 1988 and in Mombasa (April 1989) when the Literacy Network hosted the 4th meeting of the International Task Force on Literacy. The ITFL was set up with several international NGOs in 1989, following an ICAE initiative.

During the ILY, several activities were initiated by the Network and the Secretariat. Among them:

- regional or national workshops to strengthen literacy structures.
- various studies on the literacy situation in Africa.
- identification and involvement of various literacy institutions and experts.
- launching of the Book Voyage in 15 countries.

But the most strategic initiative was directed towards the establishment of an African Literacy Training Centre, to sustain the efforts of literacy practitioners in the continent.

THE AFRICAN TRAINING CENTRE FOR LITERACY AND ADULT EDUCATION

As we are all aware, every single country in Africa has some programme which addresses literacy. At the same time there are numerous NGOs and groups which are involved in literacy activities.

But whereas literacy activities abound, there does not appear to be systematic provision for the training of persons involved in literacy action, at the different levels. And as a result we have been receiving requests from the members to set up a centre for training in literacy and adult education.

To ensure that action in this direction is based on firm ground, we requested two consultants to undertake a feasibility study in 14 countries taking into account the geographical, historical and linguistic realities of our continent. Some of you have been contacted by the consultants; and more of you have received a questionnaire.

The feasibility study under way seeks to identify existing training in literacy and adult education, at various levels, on the continent. It also sets out to establish whether there is a need for an African Training Centre for Literacy and Adult Education. And if so:

- What shall be the nature and scope of its activities?
- Who shall be the target of its activities?
- How is it to be organised? Centralised or decentralised?
- What shall be the Centre or Centres relationship with existing institutions involved in literacy and adult education training?
- What shall be the Centre's relationship with AALAE, the governments, etc.?
- How is the centre to be funded?

Mr. Chairman, the feasibility study on an African Training Centre for Literacy and Adult Education represents AALAE's growing responsibility in this area; and therefore the need for foresight, innovation and maturity.

PUBLIC AWARENESS,INNOVATION AND COMMUNICATION

The broad objective of the awareness programme is to increase on the part of AALAE's publics, their understanding and appreciation of the relationship between literacy, adult, continuing and vocational education on the one hand, and on the other, development. Since 1987 the membership's capacity to undertake a wide range of activities in the realms of education, training, research, advocacy etc. greatly increased. But the capacity to record these actions and to share them with a wider audience tended to lag behind.

Under this programme we have endeavoured to ensure the generation and creation of information and knowledge; the recording of information and knowledge; and its wide dissemination. Dissemination through the print media has been our principal, virtually exclusive channel. For this reason, up-dating the mailing lists has been of great importance.

Publications

Publications have been a key instrument in public awareness, education and sharing between and among the members. These have included the Newsletter, Journal, activity reports, books and occasional papers. For more details, a complete publications list is available.

Conference News - Le Griot

At every major conference, Le Griot has been produced as a daily conference newsletter. This has proved to be a popular and effective communication tool.

Public Relations

Since 1988, we acquired the services of a (volunteer) public relations consultant, Mr. Oscar Beauttah. Oscar has been of tremendous assistance in systematizing our public relations programme and ensuring it is executed. He has been a valuable link with the media.

An important component in public relations have been exhibitions. In 1988 and 1989, AALAE had an exhibition stand at the Nairobi Show. At the same time, in August 1989 we mounted a major exhibition at the National Secretaries Conference at Egerton, Njoro. Since then, AALAE has mounted major exhibitions on the following occasions:

- International Council for Adult Education IV World Assembly in Bangkok, Thailand, January 7 - 17, 1990.
- The 51st session of the OAU Council of Foreign Ministers, Addis Ababa, Ethiopia, February 19 - 23, 1990.
- World Conference on Education for All - Pattaya, Thailand, March 5 - 10, 1990.

Modernisation of the Secretariat

During 1989 and 1990 we embarked on a modernisation programme at the Secretariat. The major elements in this have been:

- The repartitioning of the offices so as to provide a congenial environment, an environment in which Secretariat staff often work 10 hours a day, sometimes a lot more.
- Computerisation: This has enormously improved the Secretariat's internal efficiency, especially in the area of document production, storage and retrieval.
- The installation of a telex and fax machines.

The above pieces of modernisation have helped enhance the Secretariat's internal efficiency and the capacities to communicate and keep in touch with the wider world.

The Documentation Centre

Since 1989 we have been in the process of setting up a Documentation Centre at the headquarters of AALAE. Initially this Centre will concentrate on receiving gratis publications from the members, partners and friends. The idea is to build a unique collection of materials on adult education which would otherwise not be readily available. When completed, the AALAE Documentation Centre will be a reference resource for members and scholars.

EXTERNAL RELATIONS

Relations with Nairobi-Based NGOs and Organisations

Cordial and working relations were cultivated with the following Nairobi-based organisations:

AACC - All Africa Conference of Churches
ACCE - African Council on Communication Education
AMREF - African Medical Research Foundation
ANEN - African NGO's Environment Network
Care Kenya
ELCI - Environment Liaison Centre International
INADES-Formation
KAEA - Kenya Adult Education Association
KENGO - Kenya Energy Non-Governmental Organisations
KIE - Kenya Institute of Education
KNCSS - Kenya National Council for Social Services
KWAHO - Kenya Water for Health Organisation
UNDP - United Nations Development Fund
UNESCO - United Nations Educational, Scientific and Cultural Organisation
UNICEF - United Nations Children Fund
URTNA - Union of Radio and Television Networks in Africa
VADA - Voluntary Agencies Development Assistance

International Relations

Based on mutual respect, common objectives, joint action, solidarity and funding, AALAE cultivated warm relations with the following organisations:

AAACE - American Association for Adult and Continuing Education
ARLO - Arab Literacy Organisation
ASPBAE - Asia and South Pacific Bureau of Adult Education
CAETA - Commonwealth Association for the Education and Training of Adult
CARCAE - Caribbean Council for Adult Education
CCIC - Canadian Council for International Cooperation
CEAAL - Latin American Council for Adult Education
CIDA - Canadian International Development Agency
CODE - Canadian Organisation for Development Through Education
Development GAP - Development Group for Alternative Policies
DVV - German Adult Education Association
EBAE - European Bureau of Adult Education
ESAMI- Eastern and Southern African Management Institute
ICAE - International Council for Adult Education
ICCO - Interchurch Coordinating Committee for Development Projects
ICEA - International Community Education Association
Icograda
ICVA - International Council of Voluntary Agencies
IDR - The Institute of Development Research
INTERMEDIA
OCSD - Organisation Canadienne pour la Solidarite et le Developpement

PAC - Partnership Africa Canada
PACT - Private Agencies Collaborating Together
PeaceFund Canada
PRIA - Society for Participatory Research in Asia
SIL - Summer Institute of Linguistics
The Synergos Institute
UNESCO - United Nations Educational, Scientific and Cultural Organisation
WLC - World Literacy of Canada
World Bank/NGO Committee
WUS - World University Service

The OAU

During this triennium, particularly cordial relations were developed with the OAU, the Organisation for African Unity. In the process, the OAU Secretary General sent a representative to the AALAE Inter-Networks Task Force Meeting in Naivasha, during April 1988, Ambassador Bal Mohamed El Moctar Bal. The Secretary General sent the same representative to the AALAE meetings in Bujumbura, Burundi, July 1988, this time with a message. Then in December, the Secretary General of AALAE visited the OAU Headquarters in Addis Ababa where for three days he was a guest of the OAU.

At the historical Conference on the Future of Adult Education in Southern Africa, February 1989, again the OAU Secretary General sent a representative and a message.

Arising out of these contacts, the OAU and AALAE have discussed concrete areas of cooperation. Cooperation has been concretised and is on-going in two areas: Peace Education and Human Rights; and the feasibility study on the establishment of a Training Centre.

Mr. Chairman, it is now my pleasure to report that in recognition of the cooperation between AALAE and the OAU, and as a testimony to AALAE's capacities and capabilities, the OAU Council of Ministers, at their 51st Session in Addis Ababa in February 1990, conferred upon AALAE the honour of **OBSERVER STATUS** at the OAU. It is for this reason that at this General Assembly, the OAU Secretary General sent a two-man delegation, led by Ambassador Wawa Leba, Director of ESCAS.

The Forum of African Voluntary Development Organisations (FAVDO)

During 1987, AALAE joined other sister African NGOs to prepare for the first pan-African meeting of African NGOs. In the process of preparing for the meeting, it became necessary to define "African NGOs", and it was agreed that they are the ones:

- Which have arisen out of the development needs of the African peoples;
- Whose policy-making organs fully consist of Africans;
- Where senior staff, whose day-to-day decisions are likely to influence policy, are Africans; and
- Which have a constituency and a framework for democratic participation and accountability.

Between 23-30 May, 1987, 71 delegates representing African NGOs from 23 African countries in the Anglophone, Francophone, Lusophone and Arabophone sub-regions met in Dakar, Senegal. They agreed to establish the Forum of African Voluntary Development Organisations (FAVDO), as a framework within which African NGOs can in concert search for

all round and durable solutions to the economic, social and cultural crisis which engulfs the African continent.

The formation of FAVDO was a tremendous achievement which AALAE continues to share with community of African NGOs. It represents a new dynamism, a strong wind of change blowing through Africa, a wind which those who wish to move forward must grasp. AALAE is happy to have been at the centre of the process which culminated in the founding of FAVDO. As a Network, AALAE has continued to play a vibrant role in the realisation and concretisation of the FAVDO ideals.

A unique network . . . international, democratic, participatory, with blood flowing

The International Council for Adult Education (ICAE)

During the period under review, relationships with **International Council for Adult Education (ICAE)** entered new heights and warmth. ICAE continued to be a rich contact place for us. Through ICAE we established, renewed and deepened our relationships with adult educators in North America, Europe, Asia, Latin America, the Caribbean and even the Soviet Union and Eastern Europe.

With ICAE and through ICAE we engaged in some of the wildest dreams. What is surprising is that many of these dreams came true. For example, the tour of the Frontline States by the **Los Leones of Mexico**; or the stimulation of the formation of Learners Association.

ICAE is of strategic importance to us; and it is also a unique network. ICAE is a Network where the periphery tells the centre what to do, but the centre cannot tell the periphery what to do. It is an international Network which is democratic, participatory, with blood flowing. All this has been achieved under the dynamic leadership of Dr. Budd Hall, the Secretary-General.

Dr. Budd Hall has been our most articulate and consistent ambassador in North America and the North in general. I have no doubt that those of you who have known and worked with Budd would like him to know that we have treasured his work and shall always remember his friendship.

RESEARCH, STUDIES, INTELLECTUAL CAPACITIES AND LEADERSHIP

If we do not provide our own intellectual leadership, others will

During the period under review, the following research projects were undertaken:

Voluntarism

Julius Odurkene and J.D. Thompson embarked on the study of voluntarism in AALAE, with the view to understanding the circumstances of volunteers, their motivation, constraints and strengths - as a basis for policy decisions on this matter.

The Study of Multi-level Partnerships to Address Poverty

AALAE is involved in an on-going research project to examine situations where broad spectrum partnerships involving the people, NGOs, business and government to address a poverty or poverty issues work best. The objective of this study is to shed some light on the circumstances and processes under which durable partnerships can be forged; and whether such partnerships do make a difference in combating poverty and strengthening the peoples's capacities to organise themselves. The countries initially involved are Mozambique, Zimbabwe, Lesotho, Kenya, Uganda, Senegal, Rwanda and Zaire

The multi-level partnerships project is a collaborative, global enterprise involving AALAE, PRIA of Asia, ESQUEL of Latin America, IDR and Synergos of the USA. This project clearly demonstrates AALAE growing collaborative capacities.

Survey of Individuals, Groups and Organisations Active in Peace Education and Action in Southern Africa

This study sets out to establish the profiles of individuals, groups and organisations active in peace education and action in Southern Africa. The study is being spearheaded by Prof. Yash Tandon of the Zimbabwe-based RESCON. The study focuses on who is doing what; what is the focus and thrust of peace education and action; using what materials and resources; with what targets; what levels and orientation of intervention; what problems; what networkings; etc.

This study will be used to strengthen AALAE's peace education programme. A directory of who is who in peace education and action in Southern Africa will be published.

For the time being the countries involved are Zambia, Mozambique, Zimbabwe, Lesotho and Namibia.

Members Directory and Profile

A Survey is currently under way to gather basic data about the members of AALAE, with the view of constructing members profiles. The material gathered will be used to prepare a members directory by end of 1991.

Literacy Situation in Francophone Africa

Mr. Adama Berthe of Mali undertook a study of the Literacy Situation in Francophone Africa. This study was undertaken as part of the ILY activities. It is now ready and is expected to be published in 1991.

Community-based Needs Assessment Surveys

The Women Network has been involved in working with women groups at the local level, identify their problems and develop programmes to address these problems, including mobilising the necessary resources. The objective of the Women Network is to develop models for participatory programming and working with women groups at the local level.

Grassroots Environmental Education Model Research Project

This project was initiated by the late Prof. Victor Johnson. The project covered three countries: Uganda, Lesotho and Mali. Its objective was to work with and support grassroots communities define and articulate their understanding of the environment; identify environmental problems and issues; and develop strategies and programmes to address and redress environmental problems.
The death of Prof. Johnson was a set back to this project; however, adequate action has been taken to ensure it continues. Julius Odurkene will now head this project.

"Exemplary" Literacy Projects

Studies of "exemplary" literacy projects were undertaken in Tanzania and Zaire. These studies will be published during 1991.

Studies in Community Education Practices

The Community Education Network undertook the study of examples of community education practices in Kenya and Zimbabwe. This study is intended to shed light on community education in Africa and to explore points of contact with and enrichment of adult education.

Systematizing Research and the Creation of Knowledge

The central objective of AALAE's research and studies programme has been to understand the environment in which we operate and work, as well as generate new knowledge on the basis of which informed, durable action can be taken.

On the basis of experience, we now propose to systematize and encourage research and studies under the following categories:

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Books

Members will be encouraged to write manuscripts substantial enough to be published as books.

Situation Papers

"Situation Papers" shall be a series of papers to be published every now and then. Situation papers will focus on in-depth studies of situations in literacy, adult education or development action.

MIIJO

The Miijo Series will be publications devoted to the study of issues broader than adult education, but issues which nonetheless affect our work ... issues which we need to grasp if our work is to be meaningful.

Mr. Chairman, I am delighted to note that the Miijo series was launched at this General Assembly.

Henceforth the sum total of the AALAE research and studies programme will be to empower our members to:

- Solidly understand our history, relations with other peoples and the environment in general.
- Study individual phenomena and understand them and their inter-connectedness in considerable depth.
- Generate new Knowledge.
- Understand the broad and global issues and how these affect our work as adult educators.
- Develop the vision, tools, courage and consistency to provide intellectual leadership to ourselves.

Mr. Chairman, nature hates a vacuum, including intellectual vacuums. If we do not provide our own intellectual leadership, others will provide that leadership. But how can we pretend to be providing leadership to the African adult education movement if intellectual leadership is coming from elsewhere? How can the African adult education movement be a movement of the Africans, by the Africans, for the Africans?

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RESOURCE MOBILISATION

To realise the First Three-Year Programme, a vigorous resource mobilisation undertaking became necessary, covering human, material and financial aspects.

The Human Aspects

The realisation of the First Three-Year Programme was possible through the mobilisation of the membership. This involved a membership drive which:

- Consolidated existing membership.
- Broadened the membership by bringing new ones into the fold.
- Identified strategic organisations which, on the basis of their vision, commitment and resource base, played a key role in the movement.
- Identified individuals with the expertise, vision, commitment and stability to work on the implementation of our programme.

By 1989, AALAE's membership was constituted as follows:

- 21 National Associations;
- 155 Institutional Members;
- More than 2000 individual members.

Furthermore, the AALAE Networks mobilised additional members into action. At the same time, the employment of Task Forces ensured the deployment of some of our most talented members to accomplish some of the finest pieces of work.

The Financial Aspect

The quality and scope of the AALAE First Three-Year Programme generated a lot of enthusiasm among the membership as well as among the donor agencies, sister and partner organisations. Traditional donors supported it fully, while new ones were identified.

But perhaps the most important development during this period has been the fact that several donors have favourably responded to AALAE's multi-year programming by extending multi-year funding, usually three-year funding. These are CIDA, DVV, ICCO, USA for Africa and Intermedia; and since 1990 NORAD and SIDA. This is a welcome development for at least two reasons:

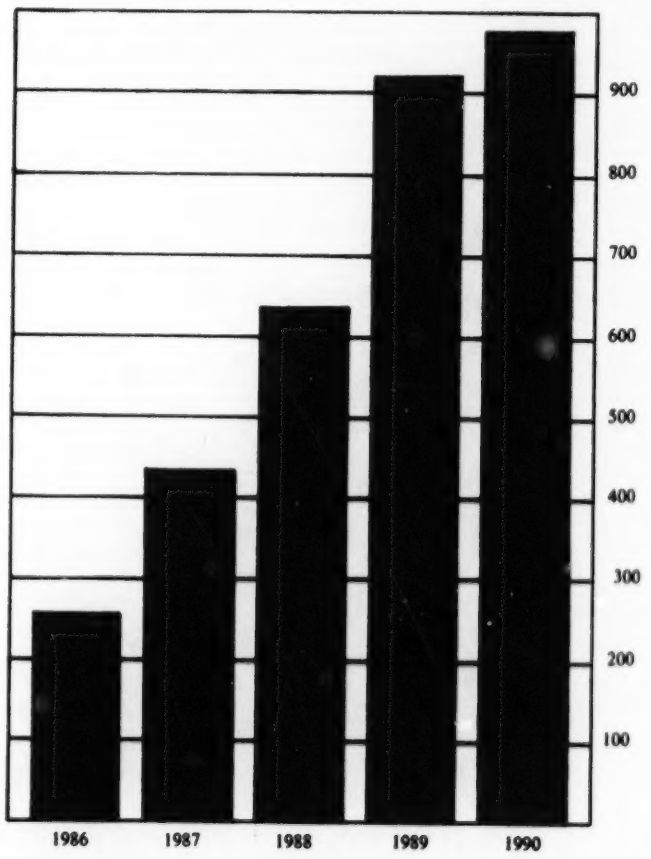
- It is a vote of confidence in AALAE's multi-year programming.
- The Secretariat staff has been able to devote more time and energies to programme matters, instead of the vagaries of hand-to-mouth, year-to-year fund-raising.

The summary of financial receipts stands as follows:

Year	US$
1986	259,000
1987	421,000
1988	644,000
1989	916,000
1990	989,000

Since 1986 our budget has grown by more than 350%.

('000 US $)


900
800
700
600
500
400
300
200
100
1986
1987
1988
1989
1990
YEARS

STAFFING AND STAFF DEVELOPMENT

In November 1985 it was agreed, at AALAE's Consultative Meeting, that the Secretariat should be cut down to a bare minimum and that its expansion would have to be justified by programme growth. Accordingly, the staff was cut from 12 to 4 (in fact, for most of 1986, the Secretariat operated below that maximum number of four people).

In 1987, the adoption of the First Three-Year Programme generated new demands in terms of personnel. A bilingual Programme Officer, Mr. Seydou Sall was recruited.

Furthermore, the Secretary General instituted new management arrangements, including the formation of internal working teams and periodic staff meetings to review and plan for programme implementation. From 1988, Staff Training Workshops were held so as to arm the staff with required knowledge and skills. So as to motivate the Secretariat staff, additional arrangements were made, including their participation, outside Nairobi and Kenya, in the Association's activities. On-the-job training included the use of computers and other specialised areas of responsibilities.

Multi-lingual capacity

The Panafrican nature of AALAE requires a capacity to produce all major documents at least in English and French. We are happy to report that, during the triennium under review, AALAE has developed its bilingual capacities, so as to serve the membership better than ever before. In addition to the bilingual Programme Officer, we now have three full-time bilingual secretaries. But given the volume of our work, in terms of publications, the Secretariat has to utilize the services of a few competent and reliable African translators and interpreters based in Nairobi.

Even then, the AALAE Secretariat still operates on a lean and mean basis. We can do with more.

Mr. Chairman, it is important to explain why we have been cautious in expanding the Secretariat. This is because it is easy to have a Secretariat which could consume the larger part of the budget in personnel emoluments. And once you have members of staff, it is difficult to fire them, even when the financial position changes. Because of this, it is AALAE policy that the programme administrative budget should not be more than 30% of the entire budget.

During the last triennium the administrative budget has been as follows:

YEAR	PERSONNEL	OTHER ADMIN. COSTS	TOTAL ADMIN.COSTS
1987	10%	14%	24%
1988	11%	17%	28%
1989	12%	13%	25%
1990	14%	15%	29%

EVALUATION

The Three-Year Programme caters for on-going evaluation, end-of-year evaluation and terminal evaluation. This evaluation differs from crisis-management evaluation which is usually instituted as a result of the membership and leadership losing direction and control of the organisation. AALAE's evaluation strategy is intended to ensure that the membership and leadership maintain the initiative by first ensuring that the AALAE programme is rooted in the needs and concerns of the membership. And once it is rooted, that the implementation of such programme is monitored to assess the extent and the effectiveness with which this is achieved.

Therefore, AALAE's programme evaluation is intended to be a tool for decision-making on policy, programme and concomitant structure and organisation imperatives.

An Evaluation Task Force consisting of one Lusophone, two Anglophone and two Francophone members was set up to spearhead the evaluation of the AALAE Three-Year Programme. The Task Force has had several meetings to develop strategies and specific instruments. These instruments have been pre-tested and piloted at the Conference on **"The Future of Adult Education in Southern Africa"** held in Harare, Zimbabwe in February 1989. The Evaluation Task Force shall be presenting their report for you to draw on during your deliberations.

Mr. Chairman, the last three years have seen AALAE continue to grow and consolidate itself from a small organisation with limited potential, to a gigantic movement whose potential is ever challenging the members to work harder and more imaginatively, if only to keep pace.

What is the source of strength of the African peoples ? It is the fact that we are the the people who live closest to nature; in harmony with nature;and in respect of nature.

The realisation of the AALAE Programme was the result of the collective commitment and wisdom of the membership. Allow me to pay homage to some of the key culprits: in the forefront was the Executive Council led by Dr. Anthony Sets'abi; then the Secretariat Advisory Committee chaired by Mrs. Mary B. Opiyo. Behind SAC and with SAC was the Programme Advisor, the late Victor Johnson, and the Financial Advisor, Mr. John Kananda. Together and severally they provided support to the Executive Council and the Secretariat to take durable decisions, and to undertake memorable actions. We also had the Network Coordinators and their Inter-Networks Advisory Committee who guided and spearheaded the programme and activities of the Networks. There were Task Forces, Think Tanks and Working Groups who together have done a tremendous job. Individual consultants have made great sacrifices. But above all, the National Associations, Institutional Members, Member NGOs and individual members: you have been the true heroes of the First Three-Year Programme. We at the Secretariat thank and commend you all.

Conclusion

Mr. Chairman, I wish now to attempt a summing up of the last 3 years, and draw lessons for the future. Allow me Mr. Chairman to start by saying that the **collapse of the bureaucratic capitalist regimes of Eastern Europe, and the diminution of the Soviet Union from a social imperialist super power in opposition to the United States into a fully-fledged, broad daylight "free market" imperialist power in alliance with the USA as a junior partner, is actually a good thing. It has removed once and for all the illusions which, for the last 30 years or so, many African progressive people had about the Soviet Union.** For us in the Third World, today the Soviet Union is so bankrupt that it has run out of even progressive rhetoric. On their part, Bush and Thatcher have turned fascism and gunboat diplomacy into a virtue.

On its part, Europe has come together into a European Economic Community of 340 million people. In the meantime, racial discrimination and persecution of the black people is on the increase in all the continents and sub-continents of the world: in Europe; in North America; in Latin America (Brazil, for example); in Asia (China, for example); even in Africa itself: in Mauritania, for example. The black people are the only people who are discriminated against on the basis of their colour, in all countries of the world, including their own. They are the only people whose "natural" home in the cities of the world are the ghettoes. The African people are the only people who have not split the atom; i.e. they have no atomic bombs; nor do they have a programme to achieve nuclear status in the near future ... We can go on and on ...

As a result of this, and more, Afro-pessimism has been on the upsurge. Yet the situation is not as bad as it sounds; provided we realise the source of our strength. But what is the source of strength of the African peoples, the black peoples and the peoples of the Third World?

It is the fact that we are the people who live closest to nature; in harmony with nature; and in respect of nature: plants, rivers, lakes, animals; as well as fellow men and women. Secondly, we are the people for whom property is jointly owned by the living, the dead and the unborn. We are the people whose traditional culture teaches that the welfare of a community is the concern of the living, the dead and the unborn. We are the people who do not seek to impose our culture on others, but strive for cultural diversity in which our culture is respected. We are the people who do not aspire to North Sea oil or other people's resources, but yearn to have access and control over our own. We seek no advantage or privilege over others ... We only demand equality. We do not want war; we want peace. Above all, we have visions for the future ... a better future.

We ... do not aspire to North Sea oil or other people's resources, but yearn to have access and control over our own. We seek no advantage over others. We only demand equality.

But the question to ask is how has the AALAE programme in the last 3-4 years contributed to the empowerment of the African peoples? What have been the problems? What challenges and opportunities lie ahead? And what are the tasks?

Programme too broad

The first challenge of the First Three-Year Programme was the fact that the programme was too vast; requiring manpower, material and financial resources which we did not have. As a result, we tended to do a little of everything. But quite clearly, the superficiality which goes with this is inadequate to address Africa's burning development issues. It was for this reason that the theme for the Second Three-Year Programme is **Consolidating and Deepening the Adult Education Movement.**

Mr. Chairman, in concrete programme terms, consolidation and deepening is envisaged to mean the following:

- The integration and streamlining of Networks programmes.
- The integration of the Networks Programmes and the Secretariat-based programmes.
- Action-oriented programmes at the sub-regional, national and local levels.
- Linking the work of AALAE to social issues, and working hand in hand with social movements.
- Providing intellectual leadership and space for reflection.

Multi-Year Programming and Funding

One clear fruit of the Needs Assessment Survey was multi-year programming, which resulted in a three-year programme cycle. We are lucky that our multi-year programming attracted multi-year funding. Yet we should not be satisfied with three-year cycles. It is necessary to adopt a long-term perspective to our work and have projections of 10, 20 or more years. Without this, our work will be limited to responding to symptoms, without addressing the root causes. Moreover Mr. Chairman, consolidation and deepening are impossible without a long-term perspective on development issues.

Dependence on External Funding

Since the last General Assembly, the Association continued to depend on external financial support. But this poses several dangers and threats; for example:

- **How can we build an autonomous organisation when we depend on foreign funds; which in turn are an instrument of hegemonic foreign policy?**
- How can we have a long term perspective in our work when we depend on annual grants; at best three year grants?

It is important to know that as long as we depend on external finances, our Association shall continue to be vulnerable. For example, if today two of our major donors decided to withdraw their funding, we could be thrown into a confusion which would provide good material for a TV thriller. This is not to say that for as long as money flows everything is o.k. This too has its headaches.

For many of our members, a budget of $500,000 is mind boggling. And indeed what do you expect in a land where workers do not earn a living wage? ... Where in some countries the most highly paid have the gross monthly salary of US$10.00.

Our challenge is to avoid compradoriasing the Association; and the most effective way to do this is by articulating a people-centred programme, for which we mobilize all available resources.

Decentralisation

During the first triennium our policy of decentralisation ran into problems, to my mind, because first and foremost decentralisation was seen in the context of the Secretariat-initiated or coordinated programme. Secondly, some members of the Executive expected decentralisation to be operationalised by the Secretariat ceding to them the responsibilities for the implementation of the AALAE programme.

Without a people-centred vision the individual becomes the vision and the constituency. The goal and objectives become personal

Without a people-centred vision the individual becomes the vision and the constituency. The goal and objectives become personal welfare and development. But because such goals and objectives are untenable at public fora, they will be articulated in a most roundabout way. The instability this can cause, and the energy is incredible.

Mr. Chairman, the challenge, especially during this trying time of structural adjustment is, how can we manage and minimize the compradoriasation of our Association? With what leadership; organisational framework; mechanisms and fora? And by "Association" we do not exclusively mean the AALAE Secretariat. In fact in the main it is the individual member organisations of AALAE.

During the next triennium the issue of decentralisation should be revisited:

- What is decentralisation?
- Does decentralisation mean de-control?
- Is decentralisation to be built around individuals or institutions?
- To whom are individuals and institutions answerable to in the course of implementing the AALAE programme?

Moving from broad Ideas to concrete Action

During the last triennium, we have undertaken numerous activities and articulated many broad ideas. The challenge of the second triennium will be to systematize the experiences out of the galaxy of activities so as to focus on a few strategic ones. Secondly, we shall also be called upon to give concrete and applied meaning to many of the broad principles we have been articulating. For example, if "literacy

is for liberation" what does it mean in concrete terms for Elimu Association's literacy teacher working in Eastern Zaire?

Theory and Practice

The first triennium clearly demonstrates that we are masters of small actions and small projects. Increasingly we shall be called upon to sum up this experience and articulate theoretical principles to guide further action and that action to in turn inform reflection.

As I see it the next triennium must see AALAE make a conscious effort to have her work guided and informed by ACTION - REFLECTION - ACTION. It is essential to be masters of action and reflection.

North-South Sensitivity

Over the last 500 years the North has been able to impose its hegemony over the South in all spheres of interaction. This hegemony was achieved with blood and iron and is maintained with varying degrees of force, deception, arm-twisting, blackmail and some persuasion. It is essential to remember that we are not the first to struggle against the hegemony of the North; nor shall we be the last.

We also fought the deep seated fears we have to challenge the mzungu and the tendency to politeness and capitulation.

Centuries of hegemonism have taught the North to expect subservience from the South, in all spheres of interaction. During the last triennium heroic efforts were made to combat the endemic hegemonism of especially those who want to be called our "partners". In this we also fought the deep seated fears we have to challenge the mzungu and the tendency to politeness and capitulation.

Mr. Chairman, you can be sure that during the second triennium we shall have a greater challenge to determine the affairs and course of our Association without undue influence from the North. We shall need close consultations on this matter, to keep our ranks together.

South-South Exchange

Mr. Chairman, during the last triennium we initiated contacts and exchange with sister organisations in Asia, Latin America and the Caribbean. The challenge of the next triennium, as I see it will be to transform exchange into solidarity, and to move from solidarity to joint action.

New Forms of Organisations

We have argued all along that AALAE should be a catalyst, leaving the bulk of action with the membership. It is for this reason that we maintain a small Secretariat. During the first triennium we have catalysed interest and action in a number of areas where the enthusiasm and energy have been such that the demand and need to undertake follow-up action which goes far beyond the capacities of the Secretariat

as presently constituted will grow. For example in the area of Peace and Management Development Training.

What shall we do then? Expand the Secretariat, and probably turn it into a bureaucracy? ... No! ... Ignore such demand and need? ... No! This question needs close study. But in my view, we need to devise new forms of organisation. For example, AALAE may have to consider to support or encourage existing member or sister organisations to assume responsibility for areas which outstrip our capacities - and that way ensure that our catalytic efforts attain full blossom. But sometimes maybe there will be no appropriate organisation already in place ... in which case we need to be prepared to encourage and support the formation of an entirely new organisation.

In essence our challenge will be to THINK BIG; THINK POSITIVE; AND THINK LONG TERM.

AALAE: A Broad Spectrum Network

The African adult education movement is a broad and diverse entity. Various views abound, some antagonistic; others non-antagonistic. During the last triennium I would like to believe that AALAE provided a home for the various strands and diversities in the movement. And this is very important, for it is the diversities which give the movement its vibrancy.

The challenge during the next three years will be to combat monolithism in the movement. It will also be to establish coherence amidst diversity.

In essence our challenge in the coming three years and more will be to THINK BIG; THINK POSITIVE; AND THINK LONG TERM.

Mr. Chairman, the long and short of what I had to say is this: we have cause to believe that since the last Assembly a lot of work has been done. But as we all know, a job well done is a job which needs to be done again. But even more, a job well done, leaves a lot to be done.

Let's all commit ourselves to doing more.

Thank you.